DOCUMENT RESUME

ED 167 669 UD 019 154

AUTHOR	Comer, James P.; Schraft, Carol K.
TITLE	A Social Skills Curriculum for Inner City Children. Progress Report, 1977-78.
INSTITUTION	Yale Univ., New Haven, Conn. Child Study Center.
SPONS AGENCY	National Inst. of Mental Health (DHEW), Rockville, Md.
PUB DATE	78
GRANT	R01-MH27561-03
NOTE	64p.; For a related document, see ED 154 061
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	*Curriculum Development; *Curriculum Evaluation; Elementary Education; *Elementary School Curriculum; *Interpersonal Competence; Mainstreaming; Minority Group Children; Parent Participation; School Administration; Special Programs; Student Attitudes; Teacher Attitudes; *Urban Education
IDENTIFIERS	*Connecticut (New Haven); Happy Faces Inventory; Intellectual Achievement Responsibility Inventory

ABSTRACT

The impact of this project implementation at two New Haven, Connecticut elementary schools is assessed along four dimensions: (1) school climate; (2) student attitudes and academic achievement; (3) impact on staff; and (4) impact on parents. School climate is measured by student and staff attendance, suspensions, incidence and management of behavioral crisis, referrals for special evaluation, and the process of school governance. Student attitudes are assessed by the Happy Faces Inventory and the Intellectual Achievement Responsibility Inventory. Academic achievement is measured by the Metropolitan Achievement Test. The impact of the program on school staff is assessed by attitude questionnaires and evaluations of classroom social skills projects. Parent participation is assessed at each of three levels: (1) parent participation in general school functions; (2) parent involvement in a stipend program; and (3) parent participation in school governance. Progress summaries for each school are presented. A report on a special kindergarten project, a summary of the model's mainstreaming program, and a report by an outside evaluator are included. (Author/EB)

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ED167669

FEB 14 1979

A Social Skills Curriculum for Inner City Children

ROl MH27561-03

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Yale Child Study Center

9/15/77-6/30/78

Progress Report - 1977-78

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Table of Contents

	Page
Introduction	1
Evaluation Report	3
I. Evaluation Overview	3
II. Process Summaries	5
A. King School	5
B. Brennan-Rogers School	12
III. Outcomes for School Climate	18
IV. Impact on Staff	23
V. Impact on Parents	31
VI. Outcomes for Student Attitudes and Achievement	39
A. Metropolitan Achievement Test	39
B. Happy Faces Inventory and IAR	43
VII. Kindergarten Enrichment Program	45
VIII. Mainstreaming Project Report - Benita Heifetz	47
IX. Outside Evaluators Report - Dr. Ronald McMullen	53
X. Plan for the 1978-79 Year	58
Bibliography	
Appendixes	
A. Selection of Field Test School	
B. Classroom Information Sheet and School Information Sheet	
C. Faculty Questionnaire	
D. Parent Interview Schedule and Attitude Scales	

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304-32-8320

A Social Skills Curriculum for Inner City Children:
Field Test Model #MH27561-03

Progress Report - 1977-1978

Introduction

The purpose of the Social Skills Curriculum Model is to improve the social climate, level of parent participation, and academic achievement in inner city elementary schools. The approach was developed at Martin Luther King School in New Haven, Connecticut. The purpose of the current project is to field test the model in a comparable elementary school. The school selected was Brennan-Rogers, a two building K-5 complex, in a low income black New Haven community. (Refer to Appendix A - Selection of Field Test School). This is a preventative mental health model which focuses on the organization of the school as compared to a primary emphasis on clinical intervention. The hypothesis is that a re-deployment of mental health services from a child changing to school changing emphasis, a participatory governance mechanism, and the integration of parents into all aspects of school life will lead to an improved school climate or a level of reasonable stability. In such a healthy environment, energies are freed for changing and improving the curriculum.

Both schools have received project resources congruent with goals and expected outcomes included in the research plan. (Refer to #MH27561-03 Research Plan, pp. 39-40). At King School, resources were utilized to continue the parent participation and stipend program, to further refine and expand the social skills teaching units (Refer to 1976-77 Progress Report, pp. 15-34), to continue the school governance body, and to provide help for children with social and learning problems within the regular classroom. There was particular emphasis on main-streaming children with learning disabilities through teacher training in

alternate reading methods during this project year.

At Brennan-Rogers, resources were utilized to establish a school governance body, enhance school climate through the development of broadly based parent-staff-student activities, initiate a parent participation program, and to introduce basic social skill concepts to school life. Consultation and resources related to mainstreaming children with learning disabilities were not projected for Brennan-Rogers this year, but were included in response to teacher requests.

Data was collected as projected in the research plan with two changes subsequently approved by the Minority Mental Health Center. 1) The plan for classroom observation proposed to measure classroom climate was not feasible. The Classroom Information Sheet (Gesten, Cowen, DeStefano, Weisz, Milling, 1978) was used as an alternative measure. 2) The kindergarten enrichment program planned for this year for King School was postponed until next year, and will be conducted at Brennan-Rogers School.

EVALUATION REPORT

I. Evaluation Overview

The evaluation has been conducted to assess the impact of the project along four dimensions: 1. School Climate; 2. Student Attitudes and Academic Achievement; 3. Impact on Staff and 4. Impact on Parents. The project is being evaluated through both process measures and objective outcome measures which lend themselves to standard statistical procedures. Data has been collected this year as follows: School climate is measured by student and staff attendance, suspensions, incidence and management of behavioral crisis (tallied November, February, May), referrals for special evaluation, and the process of school governance. Classroom climate will be assessed through the Classroom Information Sheet (CIS) administered for the first of three times to all teachers in both schools in March, 1978. A School Information Sheet (SIS) utilizing the CIS design was developed for this project and administered along with the CIS.

Student attitudes are assessed by the Happy Faces Inventory (Emrick, 1973) and the Intellectual Achievement Responsibility Inventory (IAR) (Crandall, Katkovsky, & Crandall, 1965). A pre-test of both instruments was administered to a stratified random sample of 50 percent of all students in grades 1-4, including representative samples of students from all reading levels in October, 1977. A posttest of students in grade 4 was conducted June, 1978, and new first graders will be tested September, 1978. Academic achievement as measured by Metropolitan Achievement Test scores are reported for October, 1977. M.A.T.'s were administered again in May, 1978 and those results will be reported next year. This project utilizes achievement test and attendance data from the New Haven Public Schools in order to compare the performance of students in the program with that of students in comparable elementary schools.

Impact of the program on school staff was assessed by attitude questionnaires administered in March and May, 1978, and evaluations of classroom social skills projects. Parent participation was assessed at each of three levels: 1. Parent participation in general school functions and meetings, 2. Parent involvement in the day to day life of the school as paid assistants, and 3. Parent participation in school governance. Records of parent functions and meetings, home-school communications (tallied November, February, May), and parent questionnaires related to social skills curriculum units were utilized. Pre and post interviews and attitude surveys were conducted with all parents participating in the stipend program in October, 1977 (or time of entrance) and May-June, 1978 (or time of exit).

Baseline data from the field test school is additionally utilized as a control for King School. Comparison data for King has previously been unavailable.

Progress summaries for each school are presented below. They are based on project process logs maintained by Child Study Staff participating in the program. The results of all data that have been analyzed to date follow the progress summary. A report on the kindergarten project, a summary on the mainstreaming program, and a report by the outside evaluator are included in the final sections.

II. Process Summaries

A. King School

The goals for King School this year were as follows: 1) Refinement and further development of the social skills curriculum teaching units, 2) Development of a more comprehensive and systematic mainstreaming program for children with learning problems, and 3) Utilization of King as a resource base for the field test school.

1. Social Skills Teaching Units

The comprehensive social skills teaching units originally developed last year were expanded and integrated into almost all classrooms this year. Ten teachers participated in the Elections Unit, seven teachers participated in the Whole Person Curriculum, and eight teachers participated in the banking program. Last year, nine teachers participated in Elections, five teachers participated in the Whole Person, and only three teachers participated in the banking program. The Gospel Choir was continued this year. The kindergarten program was not conducted as the teacher was on leave. Another difference this year was that only three teachers (as compared to seven in 1977) requested project support for general classroom supplies and equipment, and there were no incomplete projects this year. (Refer to 1976-77 Progress Report, pp. 15-34.) Almost all teachers appeared to be able to integrate the social skills units into the day to day routine of the classroom.

Evaluations were made of each social skills teaching unit, including teacher assessments, parent ratings, and student outcomes. A stratified random sample of students from each of the four reading levels in each participating class was interviewed about all units. Summaries of each unit follow.

a. Elections - All classes, starting with first grade, participated in planned activities around the 1977 Mayoral Election. This was a follow-up unit to the 1975 and 1976 Election Units. (See 1976-77 Progress Report, pp. 17-20.)

i. Teacher Assessment - The teachers rated the election activities as follows:

	No. of Classes Participating		4 Very Important		3 Somewhat Important		Average Rating
Class Discussions	10	8	10	8			4.00
Mock Elections	10	8	10	8			4.00
Writing Speeches	4	5	4	5			4.00
Mini-Convention	2	3	2	3			4.00
Class Elections	6	3	6	3			4.00
Letters, Reports, Posters	6	3	6	1		2	4.00
Trips (Campaign Headquarters, Tour of City)	10	8	9	5		3	3.90
Media and Newspapers	10	8	8	6		2	3.75
Seeing Voting Machines	10	7	8	5	2	2	3.75
	1978	1977	1978	1977	1978	1977	

All teachers participated in more unit activities in 1978 than in 1977.

All teachers rated the unit as very successful.

ii. Parent Ratings - A questionnaire was sent home to parents of all participating students and 96% were returned. 99% of the responding parents rated the unit as very important. 83% said they were registered to vote. 44% reported that they voted in the 1975 mayoral election. 71% reported that they voted in the 1976 presidential election. 81% reported that they voted in the 1977 mayoral election. There appears to be a significant increase in parent support of and participation in political life.

iii. Student Outcomes - The procedure for a stratified random sample of students from all reading levels was employed and students from grades 1-4 were interviewed. All students interviewed successfully 1. identified the

mayoral candidates and the present mayor, 2) defined voting and 3) described the role of the mayor. Students in grades 1-4 in the field test school were selected and interviewed following the procedure described above. An election unit was not conducted at the field test (Brennan-Rogers) School. However, teachers were exposed to the King unit verbally and by a written report. One teacher at the field test school reported following the election in her class. The results for both schools are reported below:

Table 1

Percent Correct Responses to
Student Questionnaire on Election Unit

	Grade 1		Grade 2		Grade 3		Grade 4		Total	
	King N=12	B-R N=12	King N=9	B-R N=12	King N=10	B-R N=11	King N=10	B-R N=12	King N=41	B-R N=47
Identify three mayoral candidates (From newsclip)	100	16	100	0	100	10	100	42	100	23
Name Mayor of New Haven	100	33	100	50	100	40	100	44	100	42
Define voting	100	16	100	10	100	10	100	39	100	23
Describe job of the mayor	100	0	100	0	100	18	100	11	100	8

b. The Whole Person Unit - The unit described on pages 21 to 24 of the 1976-77 Progress Report was continued this year. Two students and one supervisor from the masters program in maternal and child health at Yale University served as consultants. The unit was expanded to include classes from grades 1-4. Planning meetings took place twice a month. Content and format was similar to last year. Several sessions around the reproductive system and personal hygiene were developed for the fourth grade class.

i. Teacher Assessment - The unit was rated as very successful by all teachers. All seven teachers plan to continue the project next year and three additional teachers plan to join the group.

ii. Student Outcomes - Six children from each class were selected for interviews by the stratified random selection process described above (N=42). All of the children interviewed answered all of the items correctly. The students were asked the following: 1) to point to heart, lungs, esophagus, stomach, and intestines on a body model, 2) to answer the question "What happens to food after you put it in your mouth?" and 3) "How does the blood travel in your body and what does the blood carry?"

The fourth grade students also studied the reproductive system, with emphasis on pre-pubertal physical and emotional changes. When interviewed about this part of the unit, a stratified random sample of fourth grade students (N=6) could properly name the male and female genital organs (ovaries, vagina, breast, testes, penis) and describe the body changes that occur at puberty, including the development of pubic, axillary, and body hair. The changes in males were: the voice deepens, heavier beard growth, increase in the development of muscles, the shoulders broaden and the hips narrow. In females the mammary glands become larger or the breast becomes larger and the body contours as fat is redistributed.

c. Banking Unit - The Banking Unit described on pages 25-27 of the 1976-77 Progress Report was continued and expanded to eight classrooms. Each child received a check once a week for completion of assigned tasks. Checks were cashed at the class bank and either wholly or in part saved and/or spent at the class store. The unit was evaluated by student interviews and teacher ratings.

i. Teacher Assessment - All eight teachers rated the unit as very successful and plan to continue it next year.

ii. Student Outcomes - Six children were selected from each class, based on the stratified random selection process described above and interviewed individually outside of their classroom (N=48). All students in Reading and Readiness - 4th grade were asked the following: 1) to identify coins, 2) to count by 5's, 3) to define the terms loan, deposit, withdrawal, saving, 4) to tell the purpose of a bankbook, check, and reason for signing a check, and 5) to tell how much they earned in a day, and in a week. All first through fourth grades (N=42) correctly answered all the questions. The Readiness class (N=6) correctly answered all but two questions. The Readiness students were unable to define a loan or explain what it means to sign a check. These two concepts were not presented in the Readiness class.

d. Gospel Choir - The choir gave fifteen performances at various functions at King School, other schools, churches, and citywide events. The three adult leaders rated the choir as very successful. Enrollment in the choir increased from 24 to 27. Fifty-four after school rehearsals were held between October and June with an average attendance of 94%. All students returning to King School plan to continue in the choir next year.

2. Mainstreaming Program

A comprehensive program for children with learning problems was well integrated into the school this year. All teachers in grades reading readiness to 4 participated in workshops about alternative methods for teaching reading, and incorporated these programs into their day to day classroom routines. Refer to the report by Benita Heifetz, learning disabilities consultant on pages 47-52 of this report, and to page 18 for a description of student referrals for special evaluations.

Due to neighborhood changes which are bringing increasing numbers of disorganized multi-problem families to King School, new service strategies were developed at Pupil Personnel Team meetings with participation by King and Child Study Center staffs. This component of the program will be continued next year.

3. King as a Resource Base for the Field Test School

The ideas and strategies developed at King School were introduced at Brennan-Rogers through the principal and secondary investigator and the learning disabilities consultant. King teachers and parents presented a workshop for Brennan-Rogers staff on utilizing parents in the classroom. One Brennan-Rogers teacher visited King and incorporated the banking program into her classroom.

4. School Organizational Groups

The School Advisory Committee and the Parent-Teacher Power Team, the school's organizational and management groups, both experienced difficulty this year. A large turnover of teachers and parents, combined with a reduction in direct mental health services from Child Study Center may account for these problems. This year saw a dramatic shift in the King neighborhood stimulated by a rash of fires causing many of the more stable families to leave the community.

There was a large influx of children from very troubled and disorganized family groups this year. Parent and staff participation in school governance was limited, and parents attended very few School Advisory Committee meetings. Plans to revitalize this group were discussed by both parents and staff in the spring.

Both King and Child Study Center staff agreed that a period of intensive mental health support service was indicated to facilitate the development of strategies for dealing with the new influx of troubled families, and for assisting with the reformulation of the school's organizational groups. This year's psychology intern will continue next year as a consulting school psychologist. It was decided to include a social worker from Child Study Center as part of the research team for the King site starting in the next project year. (Refer to Budget Narrative, P. 3 of this report.) A staff-parent personnel selection committee from King School is working with the project investigators to recruit a suitable candidate.

B. Brennan-Rogers School

The year 1 objectives for Brennan-Rogers School included: 1) Introduction to the basic philosophy and operation of the model, 2) Establishment of a participatory school governance mechanism, 3) Initiation of the parents program, 4) Development of parent-staff-student activities to enhance school climate. All program activities were colored by structural and organizational problems presented by the school's operating in two buildings (Rogers K-2; Brennan 3-5). While these buildings are completely functionally autonomous, they are considered a single administrative unit by the school system. The new Rogers building leader (the fourth such person in five years) had the status of an assistant principal, with the Brennan building leader being the principal for both buildings. Both buildings are under utilized with several vacant classrooms in each. There is considerable internal conflict in the Rogers building, and some conflict between the two buildings.

1. Introduction of the Model

The model was introduced to the school through consultation by the secondary and principal investigators. A daily process log was maintained for all contacts by the investigators, consultants, and members of the evaluation team. Meetings were held as follows: two hour meetings with the principal and assistant principal weekly for the first semester and every other week for the second semester; two hour meetings with the program coordinators (teachers assuming specific program responsibility) every other week for the first semester; two hour parent meetings twice a month; two hour school governance meetings once a month in each of the two buildings. Additional meetings were held on an as needed basis with teachers and parents in relation to program planning and special projects. Phone contact was maintained with school staff several times

a week. Staff inservice meetings were held around program philosophy, parent participation, preparing social skills curriculum proposals, mainstreaming learning disabled children, and evaluation and planning for the second year. Direct consultation by the project investigators and specialized consultants was the most effective method to introduce the model. King School was not utilized extensively as a resource base, as there was some anxiety by Brennan-Rogers staff about being compared negatively to King School. Towards the end of the year, however, there was considerable interest in King's mainstreaming program. One teacher visited King and incorporated one of the social skills teaching units she observed there into her own classroom. The manual and other written material provided by Child Study Center appear to have been used very little by the Brennan-Rogers staff. Materials prepared especially for Brennan-Rogers, such as an initial program organization report, minutes of meetings, and feedback summaries on evaluation questionnaires were read by staff and referred to by them in consultation sessions and meetings.

2. Participatory Governance Mechanism

There was considerable difficulty in establishing a functional participatory governance mechanism. Initially, a plan of three teacher coordinators for each building and a schoolwide governance group covering both buildings was introduced. Internal conflict within the Rogers building, and between some of the Rogers teachers and the principal mitigated against this plan. In December, staff of both buildings agreed that the large schoolwide group was unwieldy. The Rogers teachers decided to disband the coordinators and to have a staff-parent planning committee of the whole. The Brennan staff retained the three coordinators (parent, curriculum, program) and formed a representative planning committee with the principal, coordinators, a teacher at large, two parents, a Rogers teacher representative, and a para-professional representative.

These two groups were able to plan a successful calendar of schoolwide events, and established some program guidelines. The Rogers group utilized some of their meetings to discuss many of their internal problems. The Brennan group used the meetings for program planning only. All meetings were held monthly as scheduled; attendance by staff was high; leadership by the principal was organized and thoughtful; parents attended all meetings.

3. Parents Program

There was support among administration, staff and parents to have parents participate in the stipend program. A total of 19 parents participated as classroom assistants, library aides, cafeteria aides, and tutors. (Refer to sections: Impact on Staff, pp. 23-30 and Impact on Parents, pp. 31-38). Parents participated with staff in planning all of the schoolwide events. There was not, however, a functional parent-staff organization. The last vestiges of a P.T.A. existed in name only. The formation of a viable parent-staff organization was discussed as a priority for the 1978-79 school year. Unlike the staff, the parents from both buildings functioned as one cohesive group, even though there was no formal organization. Parents appeared to be supportive to each other and to the school. Attendance by parents was extremely high. The only difficulty observed or reported was some conflict about expectations for paid vs. volunteer activities in the school. More specific guidelines will be prepared for the second year. A parent chairperson functioned to personally consult with and inform parents about all meetings and events. School communication with and participation by the general parent body increased during the course of the year. Eight workshops during the first semester, and monthly planning meetings during the second semester were held with all parents participating in the stipend program.

4. Schoolwide Activities

There was increasing interest in generating schoolwide activities to enhance school climate. The project functioned to support and expand many activities that had been held at the school previously, as well as to support new activities. Several schoolwide functions were held with the goal of generating parent and community interaction with staff and students. Included were a Thanksgiving Dinner, Christmas Bazaar, Christmas and Kwanza Programs, Black History Program, Fifth grade Fashion Show, Parade Float (which won 1st prize in citywide competion), Pot Luck Supper, and Talent Show. Parent attendance and participation in planning was recorded. After each event, staff was asked to evaluate its level of success and make suggestions for future events. Parent attendance was about 25% for daytime activities. In the spring, the school agreed to support planning general events in the evening. This increased parent attendance to 50-75%. Teacher and student involvement was very high, with almost all classrooms participating voluntarily in most activities.

5. Social Skills Curriculum Units

All teachers at Brennan-Rogers were given the opportunity to develop social skills teaching units although teaching units were not included as a first year goal. Two social skills teaching units were conducted.

a. Washington, D. C. Trip - At Brennan a trip to Washington for three classes and twenty-two parents was organized. The fifth grade classes engaged in a year long unit on government, the culminating event of which was the trip. The students and their parents were active participants in the planning, organization, and fundraising for the trip. The students were acquainted with federal government, its many departments, its functions, government sites, maps and how events in Washington, D. C. affect them and their community.

Children, parents and school staff raised over half of the funds to sponsor the trip and the students opened their own bank account. The resources from this project were used to supplement the trip. Following the trip, the three teachers and a random sample of 13 students were interviewed and asked to rate the unit. The teachers and principal rated the unit as "excellent" and they plan to do it again next year. Also the school staff and parents saw the trip to Washington as an important event for the school and for the community. All of the students interviewed rated the trip as successful. 69% of the students said it was "excellent" and 31% said it was "good." All of the students listed ways in which they were involved in the planning and fundraising for the trip. 69% of the students listed three ways, one student listed two ways, and 23% listed one way in which they helped. 85% of the students listed ways in which their parents supported the trip. 15% of the students listed three ways in which their parents helped and 54% of the students listed two ways in which their parents were involved. 15% (N=2) of the students reported that their parents did not help. All of the students talked about their trip and the places they visited. 23% of the students named five sites they visited, 46% of the students named four, 23% named three and one student named one site (s)he visited. 85% of the students gave critical opinions on what they liked and disliked in Washington, D. C.

b. Banking - At Rogers, the reading readiness teacher visited King School and developed a banking unit. It was evaluated by the same method utilized at King School. (Refer to p. 9 of this report). Half (N=7) of the children were interviewed, answering 58% of the items correctly.

6. Mainstreaming

Brennan-Rogers School received direct mental health services from the New Haven Public Schools. This project, by plan, did not include Pupil Personnel

intervention for the first year. However, following teacher requests, the project learning disabilities consultant began work at Brennan-Rogers this year with plans to continue next year. (Refer to the report by Benita Heifetz, learning disabilities consultant on pp. 47-52 of this report.) The kindergarten program for high risk students will be developed at Brennan-Rogers next year. (Refer to pp. 45-46 of this report.) Plans are currently being developed for project collaboration with the Pupil Personnel component next year, particularly the resource teacher and psychological examiner. (Refer to report by Dr. Ronald McMullen, pp. 53-57 of this report).

III. Outcomes for School Climate

The school climate, or atmosphere for learning, is measured by staff and student attendance, student suspensions, incidents of behavioral crisis, reasons children are referred for special evaluation, and school governance. The impact of the program on staff attitudes and the relationship of parents to the school are also indicators of school climate and are described in Sections IV Impact on Staff, pp. 23-30 and V Impact on Parents, pp. 31-38.

A. Attendance

The attendance records for the 1977-78 school year will be available in September, 1978.

B. Suspensions

1. King School - There were no formal or informal suspensions.

2. Brennan-Rogers School - There were twenty-two instances of children sent home for part of the day following disruptive behavior. There were no formal suspensions.

C. Behavioral Crisis

Data was collected on the number of and reasons for children visits to the front offices (principal, assistant principal, secretary, community relations worker, and nurse). Daily records were kept by each person for one week in November, January, and May. (See Table 2, pp. 19-21). As expected, the King School tables indicate a high and stable frequency of students visiting the front offices for positive reasons. At Brennan-Rogers School, the frequency of visits for all reasons are low and stable.

D. Referrals for Special Evaluation

1. King School - Seventeen children were referred to the consulting school psychologist, a pre-doctoral fellow from Child Study Center during the

TABLE 2

FREQUENCY OF STUDENT VISITS TO SCHOOL OFFICES
1A KING SCHOOL (Week of November 14, 1977)

	Reason for Visit: Positive	Discipline	Health or Other	Total Visits
N	29	8	42	79
%	36.7	10.1	53.2	100
	(9.1)*	(2.5)	(13.1)	(24.6)

1B KING SCHOOL (Week of January 24, 1978)

	Reason for Visit: Positive	Discipline	Health or Other	Total Visits
N	34	6	52	92
%	37.0	6.5	56.5	100
	(10.6)*	(1.9)	(16.2)	(28.7)

1C KING SCHOOL (Week of May 15, 1978)

	Reason for Visit: Positive	Discipline	Health or Other	Total Visits
N	35	6	58	106
%	33.9	5.6	54.7	100
	(11.2)*	(1.9)	(20.0)	(33.1)

****

2A BRENNAN SCHOOL (Week of November 14, 1977)

	Reason for Visit: Positive	Discipline	Health or Other	Total Visits
N	6	10	7	23
%	26.1	43.4	30.4	100
	(3.5)*	(5.9)	(4.1)	(13.7)

*The figures in parentheses refer to the percentage of total school population represented by the above two figures in each column.

TABLE 2 (con't)

FREQUENCY OF STUDENT VISITS TO SCHOOL OFFICES
2B BRENNAN SCHOOL (Week of January 24, 1978)

	Reason for Visit: Positive	Discipline	Health or Other	Total Visits
N	11	4	18	33
%	3.3	12.1	56	100
	(6.5)*	(2.4)	(10.7)	(19.6)

2C BRENNAN SCHOOL (Week of May 15, 1978)

	Reason for Visit: Positive	Discipline	Health or Other	Total Visits
N	8	6	9	23
%	34.8	26.1	39.1	100
	(4.8)*	(3.6)	(5.3)	(13.7)

****

3A ROGERS SCHOOL (Week of November 14, 1977)

	Reason for Visit: Positive	Discipline	Health or Other	Total Visits
N	0	10	20	30
%	0	33.3	66.6	1[illegible]
		(6.9)*	(13.8)	(20.8)

3B ROGERS SCHOOL (Week of January 24, 1978

	Reason for Visit: Positive	Discipline	Health or Other	Total Visits
N	0	13	16	29
%	0	45	55	100
		(9.0)*	(11.1)	(20.1)

*The figures in parentheses refer to the percentage of total school population represented by the above two figures in each column.

TABLE 2 (con't)

FREQUENCY OF STUDENT VISITS TO SCHOOL OFFICES
3C ROGERS SCHOOL (Week of May 15, 1978

	Reason for Visit: Positive	Discipline	Health or Other	Total Visits
N	13	15	16	44
%	29.5	34.1	36.3	100
	(18.8)*	(21.7)	(11.1)	(30.5)

*The figures in parentheses refer to the percentage of total school population represented by the above two figures in each column.

1977-78 year. Of these, eleven were referred because of learning problems or questions about general intelligence. Nine of these children received some degree of psychological testing, and a learning disabilities consultant was brought in to consult about three children with particularly difficult learning problems. The psychologist had ongoing consultation with the teachers of six more children about overall school performance with particular reference to emotional difficulties or an unstable home situation. There was no child in the group that could not be accomodated in the classroom with special help. In addition, however, two children were referred to Child Study Center for supportive psychotherapy, and one child for a psychiatric evaluation as well as special class placement. This child was subsequently transferred to another school through moving out of the district and follow-up revealed placement in residential treatment by Department of Children and Youth Services. While comparable referral records from other schools is not available, it is clear that the primary concern of the teachers at King is children's problems with school learning and their psychological well-being, as opposed to troublesome behavior.

2. Brennan-Rogers School - Participation in planning for children with special needs was not included in the year 1 goals for this school, although we anticipate working with the school's Pupil Personnel Team next year. The principal reported that nine children received evaluations by the school system psychological examiner. Six of these were for learning problems, and three were for behavioral problems.

IV. Impact on Staff

The impact of the program on staff was measured as follows:

A. Classroom Information Sheet and School Information Sheet administered to all classroom teachers March 17, 1978. (Refer to Appendix B).

N = 12 King School
N = 10 Brennan School
N = 7 Rogers School

B. Faculty Questionnaire Evaluation administered June 5, 1978. (Refer to Appendix C). Summaries of the open-ended questions following the school assessment and classroom assessment are presented below. The data compiled from the Classroom Information Sheet and School Information Sheet are currently being analyzed.

A. School Information Sheet - Replies to Open-Ended Questions - March, 1978

1. King School - All King teachers responded to the open-ended items.

a. Advantages of Program - Twelve teachers (100%) listed one aspect of the program as working the best, and one (8.3%) teacher listed two aspects. Nine teachers (75%) felt that the classroom units were the most positive aspect of the program. Four teachers (33%) rated the parents working in the classroom as one of the most positive aspects.

b. Aspects Working Out Least Well - Seven teachers (58%) listed one aspect of the program as working out least well. Five teachers (42%) rated the parents program as an aspect working out least well for the following reasons: poor attendance, little responsibility, and lack of a developing leadership group. Two teachers (17%) rated the lunch program as an aspect working out least well.

c. Suggestions for Change - Five teachers (42%) cited suggestions for change. Three teachers (25%) suggested a better screening technique and pre-training sessions for parents who will work as classroom assistants. One teacher

(8.3%) suggested that teachers develop their own proposals rather than just joining one already written to allow for the teacher's own style and classroom. One teacher (8.3%) felt a full-time school social worker was needed to continue a program of good mental health.

d. Rating of Program - The teachers' overall rating of the program was high. Six teachers (50%) rated the program as going "very well." Five teachers (42%) rated the program as going "somewhat well" and one teacher (8.3%) gave no response.

2. Brennan School - Four out of ten teachers responded to the open-ended items.

a. Advantages of Program - Four teachers (40%) felt the parents program and activities fostering school involvement were the most positive aspects of the program.

b. Aspects Working Out Least Well - Two teachers (20%) cited aspects of the program working out least well. One teacher (10%) felt an active parent organization should be formed, another teacher (10%) commented on the poor communication and a lack of a "feeling of community."

c. Suggestions for Change - Three teachers (30%) made suggestions for change. One teacher (10%) felt that there were too many coordinators, one teacher (10%) felt parents should receive more preparatory inservice workshops, one teacher (10%) felt the wording of the assessment instrument was poor, and one teacher (10%) felt there should be more communication in the school.

d. Rating of Program - Teachers' rating of the overall program was varied. Four teachers (40%) rated the program as going "somewhat well." Three teachers (30%) gave no response. Two teachers (20%) rated the program as going "very well" and one teacher (10%) gave a rating of "not so well."

3. Rogers School - All Rogers teachers responded to the open-ended items.

a. Advantages of Program - Seven teachers (100%) felt the parents program was the aspect of the program that was working out the best.

b. Aspects Working Out Least Well - Six teachers (86%) cited aspects of the program working out least well. Four teachers (57%) cited problems with administration and coordination. Two teachers (28%) felt that there was a lack of communication.

c. Suggestions for Change - Five teachers (71%) made suggestions for change. Three teachers (42%) felt that more input and planning from teachers and parents was needed. Two teachers (28%) felt a change in administrators was necessary.

d. Rating of Program - Teachers' rating of the overall program was split. Three teachers (42.8%) rated the program as going "somewhat well." Three teachers (42.8%) rated the program as "not well at all" and one teacher (14%) rated the program as going "not so well."

B. End of Year Evaluation by Staff - June, 1978

1. King School

a. Teacher Input in Decision-making - Nine teachers (75%) felt they have "very much" input into the decisions made on how the program was run. Three teachers (25%) felt they had a "moderately high" amount of input.

b. Rating of Program Services - Eight teachers (83%) rated the parents program as essential to the school. Four teachers (33%) rated the parents program as important to the school. Eleven teachers (92%) rated the funds for classroom proposals as essential to their classroom. Seven teachers (58%) rated the consultation with the reading consultant as essential and three teachers (25%) rated the consultation as important. Six teachers (50%)

rated the minutes of meetings and other communications as essential and six (50%) rated them as important. Six teachers (50%) rated the Whole Person Curriculum as essential and one teacher (8%) rated it as important. Eight teachers (67%) rated the program as "very helpful" and four teachers (33%) rated the program as "somewhat helpful" with the social and emotional development of students.

c. Parent Program - Seven teachers (58%) rated the parents program as "very helpful" and five teachers (42%) rated the parents program as "somewhat helpful" with academic development. Seven teachers (58%) felt the classroom parent had worked out "very well" this year. Two teachers (17%) felt it worked out "fairly well," two (17%) felt it worked out "not well at all" and one teacher (8%) had no parent assistant. Five teachers (42%) felt this year's classroom parents worked out as well as last year's parents. Two teachers (16%) felt this year, classroom parent parents worked out "not as well" as last year. One teacher (8%) felt it worked out better than last year. (One teacher had no parent this year and for three teachers this is their first year.) All teachers gave suggestions for changes in the classroom parents program. Six teachers (50%) felt there was a need for screening and training sessions before parents begin to work in the classroom. Five teachers (42%) felt parents should work all day instead of three to four hours a day. One teacher (8%) felt that parents should become more involved in the planning of classroom and school activities. All teachers who had a parent working in their classroom this year (N=11) want a parent again next year.

d. Impact on Student Achievement - Six teachers (50%) felt that the academic achievement of their class as measured by standardized tests would improve "somewhat" as a result of the services provided through the social skills program. Five teachers (42%) felt that achievement would improve "very much."

(One teacher did not respond to the question because standardized tests are not used with the class.) Five teachers (42%) felt this improvement in achievement would be "very much" attributed to the classroom parent program. Four teachers (33%) felt that it would be due only "a little" to the parents program. Two teachers (16%) felt it would be "fairly much" attributed to the parents program. Five teachers (42%) felt the classroom supplies and travel money would contribute "fairly much" to this improvement, and four teachers (33%) felt it would be due "very much" to these funds. Two teachers (17%) felt the funds contributed "a little" to the achievement of the class. Six teachers (50%) felt the improvement in achievement could be attributed "very much" to the reading workshops and consultations, and three teachers (25%) felt the reading program would attribute for "fairly much" improvement.

e. School Governance Body - Eight teachers (83%) rated the School Advisory Committee as "not so effective" in facilitating school plans and programs. Four teachers (33%) rated it as "somewhat effective."

2. Brennan School

a. Teacher Input in Decision-making - Four teachers (40%) felt they had "very much" input into the decisions made on how the program was run. Three teachers (30%) felt they had "moderate" input and two teachers (20%) felt they had "moderately high" input.

b. Rating of Program Services - Five teachers (50%) rated the parents program as important and four teachers (40%) rated the parent program as essential to the school. One teacher (10%) rated the parents program as "not so important." Seven teachers (70%) rated funds for classroom proposals as essential to their classroom and three teachers (30%) rated the funds as important. Funds for schoolwide proposals were rated essential by five teachers (50%). Three

teachers (30%) rated it as important and one teacher (10%) rated it as "could be eliminated." The consultation and workshops by the learning disabilities and reading consultant was rated as "essential" by three teachers (30%) and important by three teachers (30%) (not all teachers were involved). Minutes of meetings were rated as essential by six teachers (60%) and important by four teachers (40%).

c. Parent Program - Five teachers (50%) rated the parents program as "very helpful", three teachers (30%) rated it as "not so helpful" and two teachers (20%) rated it as "somewhat helpful" with the social and emotional development of students. Seven teachers (70%) rated the parents program as very helpful with the students' academic development. Two teachers (20%) rated the parents program as "somewhat helpful" and one teacher (10%) rated it as "not so helpful" with academic development.

Seven teachers (70%) felt having a classroom parent worked out very well this year. One teacher (10%) felt having a classroom parent worked out "not so well" and two teachers had no classroom parent. Two teachers (20%) suggested changes in the parents program. One teacher (10%) felt a need for more decision-making by parents and less activities. One teacher (10%) suggested training sessions for parents and a reemphasis on being present and on time. All teachers who had a classroom parent this year want a classroom parent next year.

d. Impact on Student Achievement - Three teachers (30%) felt that the academic achievement of their class as measured by standardized tests would improve "somewhat" as a result of the services provided through the social skills program. Three teachers (30%) felt it would improve "very much" as a result of the program and two teachers (20%) felt it would improve "very little" as a result of the program. Two teachers (20%) did not respond to the question.

Four teachers (40%) felt "fairly much" of the improvement would be due to the classroom parent program. Two teachers (20%) felt it would be due "very much" to the classroom parent program. One teacher (10%) felt it would "not at all" be due to the classroom parent program and one teacher (10%) did not respond.

e. School Governance Body - Four teachers (40%) felt the Planning Committee group was very effective in facilitating school plans and programs. Four teachers (40%) felt the committee was "somewhat effective," one teacher (10%) felt it was "not effective at all, and one teacher (10%) gave no response.

3. Rogers School

a. Teacher Input in Decision-making - Four teachers (57%) gave no response when asked to rate their input in decision-making. One teacher (14%) felt (s)he had "very little" input, another (14%) felt (s)he had "very much" input and a third (14%) felt (s)he had "moderately high" input.

b. Rating of Program Services - Six teachers (86%) rated the parents program as "essential" to the school and one teacher (14%) rated the parents program as "important." Funds for classroom proposals were rated as "essential" by four teachers (57%) and "important" by two teachers (28%). One teacher (14%) did not respond. Funds for schoolwide proposals were rated as "important" by three teachers (43%), "essential" by two teachers (28%), and "not so important" by one teacher (14%). One teacher (14%) did not respond. Four teachers (57%) rated the consultations and workshops by the learning disabilities and reading consultant as "essential," one teacher (14%) rated is as "important," and two teachers (28%) did not respond. Not all teachers were involved in this service. The minutes of meetings and other communications were rated as "important" by five teachers (71%) and "essential" by two teachers (28%).

c. Parent Program - The parents program was rated as "very helpful" with the social and emotional development of students by six teachers (86%). One teacher (14%) did not respond. Four teachers (57%) rated the parents program as "very helpful" with academic development and two teachers (28%) rated it as "somewhat helpful." One teacher (14%) did not respond. Five teachers (71%) felt having a classroom parent worked out "very well" and two teachers (28%) felt it worked out "fairly well." Four teachers (57%) made suggestions for changes in the classroom parent program. Three teachers (43%) want parents to work longer hours. One teacher (14%) felt more academic workshops and planning sessions should be held for parents. All teachers want a classroom parent next year.

d. Impact on Student Achievement - Three teachers (43%) felt the academic achievement of their class as measured by standardized tests will be improved "fairly much" as a result of the classroom parent program. Two teachers (28%) felt achievement would be improved "a little" by the classroom parents program and two teachers (28%) did not respond. Classroom supplies and travel money was rated as contributing to achievement "fairly much" by two teachers (28%), "a little" by one teacher (14%), and "not at all" by one teacher (14%). Three teachers (43%) gave no response. The reading workshops and consultations were rated as contributing to improved achievement "very much" by one teacher (14%) and "fairly much" by one teacher (14%). Five teachers (71%) did not respond. This service was not used by all teachers.

e. School Governance Body - Three teachers (43%) did not respond when asked to rate how effective they felt the Planning Committee group had been in facilitating school plans and programs. Two teachers (28%) felt it was "somewhat" effective, one teacher (14%) felt it was "not so effective," and one teacher (14%) felt it was "not effective at all."

V. Impact on Parents

An assessment of the program impact on parents was made at each of three levels of involvement. A. Home-School Communication between teachers and the general parent body, B. Parents working in the Stipend Program, and C. Parents in School Governance.

A. Home-School Communications - Tallies were kept of home-school communications as follows:

1. Inperson parent-teacher contacts, telephone contact, and written communications, 2. Report card conferences.

1. Parent-Teacher Contacts and Written Communication - Teachers at King and Brennan-Rogers were asked about their communication with parents at three week long intervals: weeks of November 14, January 24, and May 15. (See Table 3). The reasons for contacts as well as the number of contacts were collected. Reported here are just the number of contacts. As expected King School has a high stable rate of parent contact. At Brennan-Rogers, there was an increase in written communication, but not personal contact.

2. Report Card Conferences - Parent conferences were held to supplement report cards for King School in February and for Brennan-Rogers Schools in November. (See Table 4). 91% of the parents were seen in person during the set conference times at King School and 85% of the parents were seen in person at Brennan-Rogers School.

B. Parent Stipend Program - Parents in Day to Day School Life - All parents working in the school as classroom assistants, tutors, or cafeteria assistants N=13 at King School (4 parents had worked at King at least one year, 9 parents were new assistants this year) and N=15 at Brennan-Rogers Schools

TABLE 3

FREQUENCY OF TEACHER-PARENT CONTACTS

KING SCHOOL

Types of Contacts	Week of November 14, 1977	Week of January 24, 1978	Week of May 15, 1978
In Person	38	49	43
Telephone	25	30	46
Written	13	25	22
Total	86	105	111
	(33)*	(39)	(42)

BRENNAN SCHOOL

Types of Contacts	Week of November 14, 1977	Week of January 24, 1978	Week of May 15, 1978
In Person	10	9	11
Telephone	8	6	17
Written	16	25	69
Total	34	40	97
	(20)*	(23)	(58)

ROGERS SCHOOL

Types of Contacts	Week of November 14, 1977	Week of January 24, 1978	Week of May 15, 1978
In Person	7	13	5
Telephone	11	9	14
Written	14	9	25
Total	32	31	44
	(22)*	(21)	(30)

*The figures in parentheses refer to the percentage of total school population represented by the above two figures in each column.

TABLE 4

FREQUENCY OF REPORT CARD CONFERENCES WITH PARENTS

KING SCHOOL

	Type of Conference:				
	In Person	Telephone	Written	Total	Conferences Not Held
N	238	14	8	260	3
%	83.8	5.4	3.1	100	1.1
	(91)*	(5.3)	(3.0)	(99)	(1.1)

BRENNAN-ROGERS SCHOOL

	Type of Conference:				
	In Person	Telephone	Written	Total	Conferences Not Held
N	298	17		315	35
%	95	5.3		100	11.1
	(85)*	(4.8)		(90)	(10)

*The figures in parentheses refer to the percentage of total school population represented by the above two figures in each column.

(all parents were new assistants this year) were given pre (as they began in the program) and post (in June or as they left the program) interviews. An open-ended program evaluation was given in June. The parents program was also evaluated by teachers (see section IV, pp. 23-30, Impact on Staff), and by analysis of parent's attendance records. The following is summarized below: 1. the open-ended questions of the parents interviews, 2. the program evaluation by parents, and 3. parents attendance. The pre and post data for two attitude scales administered with the interviews are being analyzed. (Refer to Appendix D).

1. Parent Interviews Pre and Post

a. King School - When parents were asked why they decided to work at the school on the initial interview, all (N=4) of the continuing parents and 44% of the new parents said to help their children. 40% of the continuing parents also said they wanted to earn money. One new parent spoke of earning money. 27% of the new parents spoke of wanting something to do and getting out of the house. These responses remained very consistent on the post interviews. 80% of the continuing parents and 46% of the new parents felt the extra help for children was the greatest contribution parents could make to the school. This increased to 100% on the post interview for the continuing parents and 77% for the new parents.

All of the continuing parents knew the methods used to teach reading and math on the initial and post interviews and felt they could teach both subjects. 55% of the new parents knew about instructional methods, and 46% felt they could teach reading and math on the initial interviews. By the end of the year, 67% of new parents could give the teaching methods and 55% felt they could teach reading and math.

82% of the new parents had no changes to suggest on the initial interview and saw no means to effect any changes. 75% (N=3) of the continuing parents

made suggestions for changes on the initial interview. The changes were desires to increase materials and personnel (more parents) in the project and these parents also felt that organizing more parents was the way to achieve these changes. On the post interview 33% of the new parents suggested increases in parents and parents working hours, but they could not describe ways to achieve these increases. All of the continuing parents felt a need for more planning and workshops for parents and again, an organized parent organization was the given means to achieve this end.

All of the continuing parents and 77% of the new parents stated plans to continue their education on the initial interview. 67% of the new parents and 50% of the continuing parents had taken no steps to operationalize these plans. Others were talking or reading about schools. On the post interview one new parent was attending school and one continuing parent had applied to college.

80% of the continuing parents and 67% of the new parents said they expect their children to complete college. This remained consistent on both interviews.

b. Brennan-Rogers Schools - 77% of the parents said they came to work because they enjoy working with children. 23% spoke of having nothing to do. 33% of the parents felt the extra help for the children was the contribution parents could make. 27% felt parents could show the children they care by being in school. This remained consistent on the post interviews.

33% of the parents did not know the teaching methods used and 67% knew a few of the methods used on the initial interview. On the post interviews, 40% of the parents knew the methods, 20% knew a few of the methods, and 20% did not know the methods used. 40% of the parents felt that they could teach reading and math on the initial interview and 67% of the parents felt they could teach these subjects on the post interviews.

93% of the parents suggested no changes on the initial interview and one parent felt there should be more discipline in the lunch room. On the post interview, 60% of the parents wanted an increase of hours and parents and 33% felt this could be achieved by getting more parents involved.

On the initial interview, 47% of the parents did not state any long range plans, 33% had plans for school or a full-time job, and 13% (N=2) of the parents were presently attending school. Of the 33% (N=5) who had plans, one had taken no steps to operationalize planning and four felt their work at the school was their first step. On the post interview, 60% (N=9) had plans for school or a full-time job and five of them saw their work at school as a first step.

On the initial interview, 67% of the parents expected their children to complete the 12th grade, 26% expected their children to complete trade school and 6% (N=1) expected their child to complete college. On the post interviews, 40% of the parents expected their children to complete college, 26% expected them to complete trade school, and 33% expected their children to complete 12th grade.

2. Parent Questionnaire - Parents completed an open-ended "advantages-disadvantages-change" questionnaire in June similar to the one completed by teachers in March. (See Section IV, Impact on Staff, Staff Questionnaires, pp. 23-25.) Parents were asked to list four advantages of the Yale Program.

a. King School - N=13

i. Advantages - All parents (100%) listed at least three advantages of the program and there was high consensus among them. All parents listed the parents program itself as the first advantage. Seven parents (54%) cited the importance of helping the children and teachers as the second advantage. Four parents (31%) cited giving children individualized attention as the second advantage. Two parents (15%) listed getting an understanding of children

as the second most advantage. Ten parents gave a third advantage of the program. Six parents (46%) listed the tutorial training they are receiving, three (23%) listed the money received and one (8%) listed learning how schools operate.

ii. Disadvantages - Four parents (30%) listed two disadvantages. All four listed the fact that parents and teachers should have more planning time together. One parent (8%) cited the need for a better relationship between parents and teachers. As a second disadvantage, one (8%) listed a need for more pre-classroom training, another (8%) listed the need for more parents in the program, and another (8%) cited the need for more fathers to be involved.

iii. Suggestions for Change - Nine (69%) parents listed at least one thing they would like to change. Seven (54%) parents wanted longer working hours and one (8%) parent wanted higher wages. Three (23%) parents cited a second suggestion for change. Two (15%) cited a need for an organized active parent and staff committee and one (8%) parent listed the need for a summer program. Two parents listed a third suggestion for change. One (8%) parent cited the need for more materials and one (8%) listed the need for more evening meetings.

b. Brennan-Rogers Schools - N=15

i. Advantages - All parents listed at least one advantage of the program, twelve (80%) listed two and eleven (73%) listed three advantages. Thirteen parents cited the training and experience of working in the school as the most important advantage. One (7%) parent cited a high level of motivation to obtain a college degree and another (7%) cited the importance of having a job and making money. Four parents listed helping the teachers as the second advantage of the program. Four (27%) cited gaining an understanding of children, and two (13%) listed learning new skills and one (7%) cited giving children

individual attention as the second advantage. A third advantage was understanding children listed by three (20%) parents and learning from teachers was listed by three (20%) parents. Learning how a school operates was given by three (20%) parents as a third advantage. One (7%) parent listed the experience will help in going to school to become a teacher and one (7%) parent listed getting paid as a third advantage of the program.

ii. Disadvantages - None given.

iii. Suggestions for Change - Thirteen (86%) parents listed at least one suggestion for changes and three (20%) parents listed two suggestions for change. Six (46%) parents want more working hours. Three (20%) parents want more parents to be involved. Two (13%) parents suggested higher wages. One (7%) parent suggested a summer program and one (7%) parent suggested planning time with the teachers. One (7%) parent suggested more meetings during school hours as a second change. Another (7%) parent suggested higher wages and a third (7%) parent suggested more materials be purchased for the classrooms.

3. Parents' Attendance - Attendance records for parents were reviewed for the months of March and June. Parents are paid for an average of 45 hours each per month.

a. King School - Parents actually work an average of 52 hours per month. Parents volunteered an average of seven hours a month on their own initiative.

b. Brennan-Rogers Schools - Parents worked an average of 47 hours per month. Parents volunteered an average of two hours a month.

VI. Outcomes for Student Attitudes and Achievement

A. Metropolitan Achievement Tests

This year we were able to use October Metropolitan Achievement Test scores to compare both King and Brennan-Rogers with the other New Haven Title I schools. In Table 5 which compares King School with all other Title I schools using grade equivalent scores, the means for King students were consistently higher than the mean scores for Title I students at every grade level. Table 6 presents a comparison between Brennan-Rogers and all New Haven Title I schools excluding King School, again using grade equivalent scores. In all grades, Brennan-Rogers scored at or below the mean score for the Title I schools. Significance levels for both tables were not included due to the fact that grade equivalent scores are not as discriminating as raw scores. T-tests on raw scores to ascertain significance levels will be included in the next progress report.

A further analysis was performed comparing Metropolitan Achievement Test scores between King and Brennan-Rogers by grade. Since King and Brennan-Rogers are demographically quite similar, this comparison is more appropriate than analyses employing all Title I schools grouped together. In every grade, as can be seen in Table 7, King scores are significantly higher than Brennan-Rogers.

Length of attendance in the program will be included in analyses in the next progress report when May Metropolitan Achievement Test scores become available, as will an analysis comparing fourth grade King scores with fourth grade scores from Title I schools (including a comparison among students attending King for five years, for between two and five years, and for less than two years). Comparable analyses will be computed for Brennan-Rogers.

TABLE 5

Metropolitan Achievement Test Scores

Comparison between King School and all New Haven Title I Schools using grade equivalent scores.

Reading Metropolitan Achievement Test:

	King School	All New Haven Title I Schools
Grade 2	2.1	2.0
Grade 3	2.7	2.6
Grade 4	3.4	3.2

Math Metropolitan Achievement Test:

	King School	All New Haven Title I Schools
Grade 2	2.3	1.9
Grade 3	2.7	2.6
Grade 4	3.7	3.5

TABLE 6

Metropolitan Achievement Test Scores

Comparison between Brennan-Rogers and all New Haven Title I Schools excluding King School using grade equivalent scores.

Reading Metropolitan Achievement Test:

	Brennan-Rogers School	All New Haven Title I Schools
Grade 2	2.0	2.0
Grade 3	2.5	2.6
Grade 4	3.2	3.2

Math Metropolitan Achievement Test:

	Brennan-Rogers School	All New Haven Title I Schools
Grade 2	1.5	1.9
Grade 3	2.4	2.6
Grade 4	3.2	3.6

TABLE 7

Metropolitan Achievement Test Scores

Comparison between King School and Brennan-Rogers School using raw and grade equivalent scores.

Reading Metropolitan Achievement Test:

	King School	Brennan-Rogers School
Grade 2** (raw)	60.45	54.1
(grade equivalent)	2.1	2.0
Grade 3***	56.28	45.32
	2.7	2.5
Grade 4*	50.6	44.95
	3.4	3.2

Math Metropolitan Achievement Test:

	King School	Brennan-Rogers School
Grade 2*** (raw)	48.29	32.22
(grade equivalent)	2.3	1.5
Grade 3***	64.3	54.55
	2.7	2.4
Grade 4***	60.84	48.05
	3.7	3.2

(Levels of significance are indicated by asterisks: *p < .05, **p < .01, ***p < .001).

B. Happy Faces Inventory and IAR

As described in the Research Plan, two measures were utilized to assess the extent of student change in attitude toward school as related to the impact of the Social Skills Curriculum.

1. Faces Attitude Inventory (FACES), (Emrick, 1973, See Appendix I in Research Plan) - Students pointed to a happy, sad, or "so-so" face describing their feelings in regard to a question about school, teachers, peers, or related activities. (For example: "Think about learning out of books. Which face shows how you feel about learning out of books?") Three scores were then tabulated according to how many happy, sad, or "so-so" faces were chosen.

2. Intellectual Achievement Responsibility Test (IAR), (Crandall, Katkovsky, & Crandall, 1965, See Appendix J in Research Plan) - In the IAR students were read various statements describing either positive or negative school related experiences, and then were asked who was responsible for that experience. (For example: "If you solve a puzzle quickly, is it

a. because it wasn't a very hard puzzle, or
b. because you worked on it carefully.)

Students received a score for perceived responsibility for negative items and a score for responsibility for positive items.

Analyses were computed to assess the results of these tests in King as compared to Brennan-Rogers by grade; and to assess results for those students attending King and Brennan-Rogers for two years or longer (high-stay group) as compared to those students attending for less than two years (low-stay group). First and second grade students at King took more responsibility for positive situations on the IAR ($p < .05$) and they also chose the happy face more often on FACES ($p < .05$) than first and second grade students at Brennan-Rogers.

High-stay King students took responsibility more often for actions yielding both positive and negative experiences than high-stay Brennan-Rogers students ($p < .01$); and low-stay King children chose the happy face more often than low-stay Brennan-Rogers children ($p < .05$). Within schools, Brennan-Rogers high-stay students took responsibility more often for negative items than low-stay Brennan-Rogers students ($p < .01$) while the low-stay Brennan-Rogers group chose the sad face more often than the Brennan-Rogers high-stay group ($p < .01$). No within King results for length of stay were significant.

While such results are statistically significant, they are few in number, and their interpretations are uncertain. Problems inherent in the nature of affective and attitudinal testing make conclusions regarding the outcome of these measures difficult to reach. Better adjustment and attitude manifested in honest, thoughtful responses might yield more sad or negative results than the responses of an unhappy child who aims only to please (Leacock, 1969). Rapport between student and tester is another difficulty which may confound results. In spite of these problems, the measures were useful and their most important function will be seen in direct pre-post test comparisons which are clearer to establish.

VII. Kindergarten Enrichment Program

The kindergarten enrichment program for high risk children at the King School was postponed until the 1978-79 school year due to the King kindergarten teacher taking maternity leave during the current school year. This additional time gave us an opportunity to make initial planning steps for the program next year. Upon return from maternity leave the King teacher felt that she did not want to pursue this program. Fortunately, the kindergarten teacher at Rogers School had long expressed an enthusiastic interest in such a program in his classroom so that it was decided to implement the program at Rogers.

Work during the current year included careful study of those children's records at both King and Rogers who had been identified as "high risk" by the Beer's screening test (administered to all entering kindergarten children in the New Haven schools). Inspection of the test protocols indicated that the most deficient area was language development, although specific children also exhibited deficiencies in other areas (e.g., motor development, numerical skills, etc.). Expecting that language activities would be an important aspect of the program, we set up a series of consultations with Dr. Kay Monkhouse an early childhood speech and language expert to discuss and plan for materials and activities appropriate for the population we anticipate would be enrolled in Rogers kindergarten next year. Preliminary purchases of materials has begun. Consultations have also been held with the program learning disabilities expert, Benita Heifetz. Dr. Monkhouse, Dr. Sparrow, and Mrs. Heifetz will continue these consultations during the summer.

In addition, we have been meeting with the principal of Brennan-Rogers and the kindergarten teacher at Rogers in order to plan for implementation of our program.

Our plan for the coming school year calls for a careful, systematic assessment of all kindergarten children at both King and Rogers school. This assessment will include the Beers screening test and the McCarthy test of childrens ability. We are also investigating the possibility of using the System of Multicultural Pluralistic Assessment (SOMPA). From this assessment we will select approximately 15 to 20 children at Rogers who appear most destined for academic failure as well as selecting a comparison group at King School. (The McCarthy test has been shown to be predictive of academic success and/or failure (Kaufman & Kaufman, 1977). The format of both the Beers and the McCarthy lend themselves to identifying specific areas of strengths and weaknesses and should provide an excellent starting point for individual programming for the high risk children. Upon completion of the assessment the project staff, consultants, and the kindergarten teacher will prepare a plan of goals, procedures, and materials for each child identified. Three full-time parent assistants will be employed to help the kindergarten teacher implement the plan. Inservice training will be ongoing for the parent assistants and project staff will monitor the progress of the program weekly. Modifications and continuing assessments will be conducted. Additional consultants will be included where deemed necessary. Individual programming for these children will continue for two years.

At the end of two years (Spring of 1980) all children will be reevaluated on the McCarthy scales and selected tests of academic achievement. Teacher and parent ratings will also be developed.

VIII. Mainstreaming Project Report

Benita Heifetz - Learning Disabilities Consultant

A. King School

During the 1976-77 school year, teachers requested specific help in modifying the classroom curriculum for individual children with serious learning problems. In May, 1977 two children at King School were evaluated by the learning disabilities consultant. This represents the first step in the following seven-step mainstreaming consultation model developed during the 1977-78 school year at King School. This model is meant to provide teachers with an understanding of, and ability to implement, alternative classroom approaches (specifically in reading) for children with learning problems.

1. Consultation to Teachers Regarding Individual Children - This step corresponds to the more traditional mental health model. Three children in grades one and two, experiencing serious learning problems, were referred to the learning disabilities consultant for formal and informal diagnostic assessment. All those working with an individual child (teacher, reading teacher, parent, etc.) met with the consultant to discuss findings and develop a coordinated program which stressed specialized techniques for the classroom teacher.

2. Consultation to One Primary Teacher Regarding a Classroom Alternative in Reading for a Group of Children Experiencing Learning Problems - One teacher felt the linguistic reading program developed for a learning disabled child in her class would be beneficial for a group of five children also experiencing serious reading problems in the traditional classroom sight/basal reading program. The individual program was modified for daily use by the teacher with a small group in the classroom.

3. Group Meeting with Teachers in Grades One Through Four to Review Six Week Progress of Steps 1 and 2 and Assess Staff Interest in the Development of Classroom Alternatives on a Larger Scale - The purpose of this meeting was a) to demonstrate how an individual program was developed on the basis of diagnostic tests and classroom observation, b) to demonstrate that group programs can also be developed which make it easier for a teacher to implement alternative forms of instruction, and c) to assess willingness of teachers to participate in inservice training in the use of alternative classroom methods. A teacher would be taught to look for warning signs of learning problems and offer an alternative to groups of children before they had failed. There was enthusiastic support for the inservice training and all teachers in grades one through four volunteered to participate.

4. Reading Methods Workshops for Classroom Teachers Involved in Mainstreaming Children with Learning Problems - Separate sessions were held for teachers in grades one and two and those in grades three and four. The emphasis for both groups was on a) informal procedures for teachers to assess learning problems, b) the theoretical foundation for use of a code-emphasis linguistic alternative in reading for children experiencing difficulty, c) practical techniques to aid in the implementation of this approach (e.g., principles of task analysis and reinforcement, need for repetition and review), and d) specific steps to be covered in a given lesson.

5. Reading Materials Workshop for Classroom Teachers Involved in Mainstreaming Children with Learning Problems - A guest consultant with particular expertise in the development of teacher-made reading materials for the disabled learner conducted a two hour session during which each teacher made several games and reinforcement aids to be used in the alternative classroom programs.

6. Identification of Specific Children to be Included in Alternative Program - A determination of which children to include in the alternative program was made by the classroom teacher in conjunction with the Title I reading teacher at King School. Numbers included in the program varied from room to room. It was considered more important to allow the teacher greater flexibility in deciding how many children she was willing to provide an alternative for, than to have standard criteria and insist that each teacher provide an alternative for a fixed number of children. Providing a classroom reading approach for even one child that was different from the traditional sight/basal authorized by the school system marked a dramatic departure for some of the teachers in this school. In order to assure the success of the mainstreaming alternative for the child, it was felt that the teacher should have a chance to be either a participant at the workshops without immediately modifying the classroom curriculum or to implement an alternative approach for one or more children experiencing learning problems.

At the beginning of the 1977-78 school year only one of the ten teachers of grades one through four provided a classroom alternative for children with learning problems. By February 1, 1978, six teachers were providing alternative approaches for children in their classrooms. Those children in need of this program who were not in a classroom with a teacher ready to provide the alternative were seen by the Title I reading teacher. By the end of March, 1978 eight of the ten teachers were providing modified classroom programs for a total of 61 children or 24% of the children in grades one through four. These were the children who were experiencing difficulty with the traditional classroom program, were in the bottom reading groups and frequently reading their classroom basal for the second or third time. The small number of children

within this larger group who had been identified as having a specific learning disability were now absorbed into the alternative reading groups established in the classrooms.

7. Follow-up Workshops and Bi-weekly Classroom Consultation - Beginning in February, workshops were held every six weeks to review individual cases, discuss group management issues and additional methods and materials for the modification of classroom programs in reading, writing, and spelling. These voluntary sessions were attended by 80-90% of the teachers in the school. In addition, bi-weekly consultation was available to the reading teacher and individual classroom teachers. Most often the learning disabilities consultant was asked to observe individual children while they were participating in an alternative classroom program and to provide the teacher with feedback on her use of the linguistic approach.

At the year-end workshop all teachers expressed their enthusiasm for the program. The two teachers who had not yet offered an alternative to any of their children volunteered to begin such programs for identified children on the first day of school in the fall of 1978. The group expressed a desire to invite the Director of Reading in New Haven to an early fall meeting to share with him the positive aspects of training teachers in the use of a coder-emphasis linguistic alternative and providing them with the necessary materials for institutionalizing this as part of the regular class reading program throughout the school system.

Emphasis at King School in 1978-79 will be on the maintenance of the established alternative program, early identification by teachers of children with learning problems and more sophistication in the use of a variety of methods.

B. Brennan-Rogers Schools

Although curriculum modification is a third-year goal for the field test school, teachers expressed a need for the services of a learning disabilities

consultant early in the year. In February, 1978 the learning disabilities consultant began working with classroom teachers, reading teachers, and the resource teacher at Brennan-Rogers, following the same seven-step consultation model used at King. Steps one through three were completed during the spring, 1978.

1. Consultation to Teachers Regarding Individual Children - Five children in grades kindergarten, one, and two were seen for formal diagnostic testing and meetings were held with all teachers and parents working with each child to develop individual programs.

2. Consultation to One Primary Teacher Regarding a Classroom Alternative in Reading for a Group of Children Experiencing Learning Problems - At the request of one third grade teacher, eight children were screened and determined to be appropriate candidates for an alternative classroom program. The teacher and learning disabilities consultant worked out the methods and materials to be used and the teacher carried out the program daily.

3. Group Meeting with Teachers in Grades One Through Four to Review Six Week Progress of Steps 1 and 2 and Assess Staff Interest in the Development of Classroom Alternatives on a Larger Scale - End of the year meetings were held with teachers in grades three and four and teachers in grades one and two to share the results of the individual programs and the third grade classroom alternative. All teachers in grades one through four expressed an interest in setting up (and volunteered to participate in) a series of fall workshops to learn about classroom alternatives for the learning disabled child. These will be followed by the implementation of alternative classroom programs during the 1978-79 school year.

C. Evaluation

The impact of the use of alternative classroom reading programs will be evaluated by comparing the Metropolitan Achievement scores of the identified

children to those of a control group at another Title I school who will be matched for age, sex, and pre-treatment MAT scores. It is expected that identified children provided with an alternative code-emphasis approach will have higher MAT scores at the end of three years than those children who were not provided with an alternative.

NEW HAVEN PUBLIC SCHOOLS 304-32-8320

DEPARTMENT OF PUPIL PERSONNEL AND SPECIAL EDUCATIONAL SERVICES

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IX. Outside Evaluators Report

Process Evaluation: Field Test Model of Social Skills Curriculum for Inner-City Children

Dates: May 10, 11, & 12, 1978

Evaluator: Ronald S. McMullen, Ed.D

Introduction:

This process report is of the first year of implementation of the Social Skills Curriculum for Inner City Children at the K-3 Clarence F. Rogers/Katherine A. Brennan Community School in New Haven, Connecticut. Also reported on is the present status of the Social Skills Curriculum model at the school of it's origin, the K-4 Martin Luther King School, also in New Haven. It is not the intent of this report to compare the schools in a competitive sense, as the King school is in its tenth year of its development and implementation of the model while Rogers/Brennan has just begun it's first year of experience with it.

The model is more than a curriculum of social skills. It has three parts: (1) highly inclusive, democratic school governance system that involves teachers, parents, and administrators in the decision making and the implementing of policy, procedure and curriculum in the school; (2) the establishing of a large and active parent group from whose ranks are drawn parents to work with teachers in the teaching and supervision of children, and in curriculum development; and (3) the Social Skills Curriculum developed primarily by Martin Luther King School teachers with the support and participation of Yale Child Study Center project staff, the King school's parents, administrators and other school personnel. The Social Skills Curriculum is, then, but one aspect of a tripartite model, all parts of which are integral to the effectiveness of the whole.

The following is a description of the operation of the curriculum model at the parent school, the King, and at the field test school, Brennan/Rogers.

The Martin Luther King School:

The school governance aspect of the Social Skills Curriculum model appears to be accommodated well at King. The principal, Steve Signore, seems quite comfortable with an open and democratic management style. In fact, comfort is the dominant feeling when one observes the ease with which teachers, parents, children and administrator interact with one another in the school. Parents and teachers when approached for interviews about the Social Skills "project" were all initially puzzeled by the request as the "project" is so integral to the school's day to day functioning that they had difficulty in separating out those aspects of the school that corresponded to the evaluator's notion of what the "project" was. Once the project was identified, the principal, teachers and parents, in separate interviews were unanimous in their endorsement of the model.

Parents and teachers alike consistently referred to their classrooms of children as "my kids" or "my children". Each classroom, save one, had a parent paid to work daily on a half-day basis with the classroom teacher. It seems to be commonplace

for parents to stay beyond their scheduled time without compensation, and there seems also to be a tradition that parents stay with their classes all day on those few occasions when their class has a substitute. Substitutes are helped to accommodate the school's style, and those who come up apathetic or disrespectful to the children are invited not to return to the school.

In this positive and supportive school climate the school psychologist was observed not in evaluating problem children, but rather sharing with teachers and parents her approaches for working with the fourth graders to help them with their fears and fantasies about going on to a new school next year.

Of the Social Skills Curriculum itself the Whole Person, Bank and Store, Elections, and My Community units are in use in the school, with the 3 former units being the most widely used. There is also an active school wide children's Gospel Choir. The Careers, unit is not being used this year. The governance structure of the model allows for and encourages the creation of new Skills Units and extra-curricular endeavors, and it was reported that 10 project proposals were submitted to the parent/teacher/administrator group for funding this year.

Notwithstanding the overall positive climate of the King School, there are some problems. This evaluator noted twelve problems, all but one of which would be solvable by and within the governance structure. The "but one" problem, however, is the decaying of that governance structure. The executive committee of the governing model is a School Advisory Committee (SAC) composed of the principal, 6 teachers and 5 parents and meets the first Tuesday of every month. This committee acts on activities and curriculum proposals and other resolutions from the committee of the whole, the Parent Teacher Power Team (PTPT) which is composed of the principal and all the teachers, and the parents of children attending the school and which meets twice monthly. The SAC meetings are held after school, and because there is no pressing crisis or concern, the parent members tend not to come back regularly to the school for meetings, having gone home only 2 hours before. This subtracts valuable parental input from the governing committee. Similarly, the PTPT meetings are held twice monthly at 10:30 A.M. at school, a time that tends to exclude teacher input to committee functioning. The governance structure needs to be revitalized to re-establish more parent-teacher collaboration in supporting the life of the school.

A revitalized parent-teacher structure would be able to address and resolve the eleven other problems this evaluator identified at the school. These are, briefly:

1. Babysitting--to free parents to work in the school and to attend after school and evening meetings and activities.
2. Orientation of new teachers and, more regularly, of new parents.
3. Resolving the feelings and issues around paid vs volunteer parent workers.
4. Extending the length of the parents' working day.
5. Maintaining climate of mutual respect between parents and teachers.
6. Joint parent-teacher determination of parent assignments especially with respect to unpopular duties.
7. Systematic feedback to school of data from interviews and project evaluations.
8. Monitoring to assure equitable distribution of extra-school workload and time commitment of parents and teachers.
9. Attending to the ongoing need to change, distribute and support the parent coordinator responsibility.
10. Increasing teacher involvement in evening school activities.
11. Maintaining commitment and effective functioning of the staff, parents, SAC and PTPT even when things seem to be going smoothly and well.

As the King School has been and is a basically sound, cooperative working unit of educators and parents, it is this evaluator's assessment that these and other problems that are sure to arise in the day-to-day functioning of the school can be successfully addressed and resolved using the talents and resources within the group, assuring the continuing effectiveness of the Social Skills Curriculum model.

The Rogers/Brennan Community School

The Clarence F. Rogers/ Katherine A. Brennan Community School complex consists of two school buildings directly across the street from one another. The street that divides the two buildings is the main entrance and exit to the cul-de-sac of predominately low income and subsidized housing that comprise the community served by the schools. The Brennan building, the larger of the two, is a twenty-five year old school building of traditional self-contained classroom structure. It houses grades 3-5 and is the location of the main office and, of course, the principal. The Rogers building is a much smaller three years old open space facility that houses grades pre-K-2 and the office of the assistant principal. Eight of the 25 school staff are located in the Rogers building with 12 at Brennan. Six teachers move between both buildings. The school is serving 366 children this year.

The primary goal of the Social Skills Curriculum project at Rogers/Brennan this first year is to establish a large broad-based parent group and from it to hire parents to work half-time in the classrooms with teachers. Establishing the inclusive school governance structure and implementing units of the Social Skills Curriculum in the classes were secondary goals only the frameworks of which were expected to have been erected this first year.

The principal of the school, Paul Del Gobbo, is a strong administrator with a good reputation in the school system. His preferred management style seems to combine centralized directiveness with open channels of communication to all his staff. Mr. Del Gobbo feels that the parents in the classroom, although he was chary of the idea at first, has been the outstanding success of the project and a boon to the education of the children with the increased individual attention. He feels this aspect of the project has improved home school communication and enhanced community confidence in the school. Proposals from teachers have been largely, with the exception of about 7 or 8, for school wide activities that had been done before but were able to be done better now with the additional financial support of the project. The school has a School Advisory Council (SAC) made up of the Principal, 4 teachers, 1 paraprofessional representative, 1 parent from the parent group, and 1 parent who heads the school PTA and works in the school though she has no child presently in attendance there. At Rogers/Brennan there is no structural accomodation for a combined committee of the whole of parents and teachers. The principal meets monthly with the in-school parents alone the third Tuesday of the month and meets with his school staff separately. Teacher proposals tend to go directly to the SAC for funding and support, frequently after work on the idea has already begun. There the proposal is decided upon and communicated to the staff by memorandum inviting response from the staff. In the absence of negative response, the proposal is implemented.

One such proposal was cited by the principas as an example of how the project has enhanced the school's traditional school wide activities. Teachers, parents, and children constructed a float as the school's entry in the annual community pride parade. The school's float won first prize. Another school wide activity, a community Thanksgiving dinner for school staff, the children and parents met with only partial success. The Brennan building got total involvement for "their" dinner, with the Rogers Building having "theirs" on a separate day with only half their teachers and

students involved. It is this evaluator's opinion that the Thanksgiving dinner activity is a graphic depiction of both an identity problem of the school that pre-dated the project's inception and also of the consequences of a stifled collaborative planning process that would be improved by fuller implementation of the projects governance model.

The parent involvement program at this stage is exceedingly healthy at Rogers/ Brennan fourteen (14) parents are working in classrooms, 2 man the school's libraries and 1, the PTA member of the SAC, works with the resource teacher who works one to one with "special needs" children from throughout the school. The parents report 100% positive relations with their teachers and expressed the desire to increase the time they spend in the school. The teachers corroborated the parents' positive reports on their involvement in the classroom and seconded the notion of increasing the time. The parent selection process was clearly an effective one and reflects credit on the administrative acumen tof the principal in his orchestration of the process. The parents volunteered that they have learned a great deal about school, teaching, elementary curriculum and their own children from their experience and requested more of the in-service workshops that the teachers conducted for them at the beginning of the year.

With respect to the implementation of the Social Skills Curriculum units, one teacher was exploring the Bank and Store and WHole Body units, one teacher had implemented My Neighborhood unit and the assistant principal had developed but never implemented the Careers unit. Two fifth grade teachers have collaborated on a trip to Washington D.C. for the graduating fifth grade class for which they have carried out parent and teacher school-wide fund raising activities and used the occasion of the trip to teach some banking, planning, map reading, self-discipline and many other social skills directly related to the success of the trip. In general most of the activites carried out at Rogers/Brennan this year have been school-wide social and fund raising endeavors, and relatively few attempts at implementing any of the Social Skills Curriculum units at the classroom level.

While the parent recruitment has gone well at Rogers/Brennan, the governance structure does not appear to be as far along as one would have expected. The school has a deep split between the two buildings' staff that defies efforts to unify the school. Each building's staff seems to view itself as a separate entity, that view being most pronounced among the Roger's building staff. This division seems to be one of long standing and it seems that the implementation of the Social Skills Curriculum project at the school this year has exacerbated that rift. Not only are the two buildings in spirit as divided from one another as their physical description above ironically symbolizes, but the Roger's building staff are divided further against themselves to an extent dramatically represented in the Thanksgiving dinner described above. Although that circumstance was a result of a staff division, this evaluator suspects that, like in a divorce, it was the children who were the most hurt and bewildered by the event.

One reason advanced for the staff division has been the appointment by the principal versus the election by the teachers of teacher coordinators for the project at both the Brennan and the Rogers buildings. To this evaluator, however, the symbolic poignancy of the Thanksgiving Dinner event suggests a deeper level of feelings of disharmony than can be accounted for by important but forgivable failures in the initial implementation of the project's governance model. The school and the project staff need to give this matter first priority if the project is to grow healthily at Rogers/Brennan.

In summary, this evaluator feels that the reunification of the Rogers/ Brennan school staff is primary to the project's success. Also necessary is a strengthening of the Social Skill's Curriculum project school governance model. It appears that work toward either of these goals will positively affect the achievement of the other.

Yale Child Study Center project staff and New Haven Schools' psychological and social work staff should be made available to the school's principal and staff for consultation and assistance on reunification efforts. The governance structure could be improved for the next school year by involving the principal and the staff in face-to-face discussion and shared decision making in designing and staffing the teacher component of the SAC. Further attention should be given to increasing the parent memberships on the SAC to equal that of the teachers, being sure that the parents elected/selected are parents of children attending the school. The excellent teacher-parent relationships that exist now within the school should work with the increased confidence of the community in the school to produce a highly participatory, positive and effective parent-teacher organization. Next year's program should require more and regular meetings with staff and parents, both together and separately, to share and encourage classroom activities development and experimentation with social skills units. These remedies if effected will go far to assure a healthy and positive year of growth for the Social Skills Curriculum project at the school.

Summary and Recommendations

In general the Social Skills Curriculum for Inner-City Children project is being implemented according to design in both the Martin Luther King and the Clarence F. Rogers/Katherine A. Brennan community schools in New Haven, Connecticut. Specific project problems identified and their suggested remedies have been noted above in the narrative evaluation for each of the two schools. These general recommendations are for the Yale Child Study Center Social Skills Curriculum project staff.

The project, despite minor problems, is well established at the King school. The only problem to be resolved is a way of addressing structurally the issue of continuing parent-teacher collaborative involvement. A closely related issue is that of maintenance of a viable school-based parent group and the construction of a process to assure continual development and evolution of fresh parental leadership. For example, as the present parent coordinator Carolyn Lawhorn's parent involvement activity extends to city-wide, her specifically King related parent group responsibilities ought to be assigned to two of the newer parents. This would support Carolyn's growth, contribute to the growth of other parents now involved at the school, and model a procedure that would assure ongoing leadership in the parent group.

This kind of activity is best facillitated by a social worker with a community organization background or talent. If the project's evaluation can stress the improvement of the mental health of the children at King in comparative terms this would go far to convince the city schools to support this activity through its own social workers.

Project staff need to give a good deal of support to the organizational development and community building issues at the Rogers/Brennan school. At the same time close support of the development of and increasing the openness of the SAC governance model will do much to enhance the success of the project effort. The school has a good group of parents working there, and Mrs. Coleen Austin of that group seems to have a natural and positive leadership style that will complement the development of a collaborating teacher parent group. If possible, even though this may be somewhat early for the project, some of New Haven's psychological and social work staff should be involved in Yale project staff's supportive efforts here.

A component of the project that is of central importance but not really addressed is the funding for teacher projects and for parents working in the school. A problem to be anticipated and prepared for is how to convence a beleaguered school board in the face of taxpayer intransigence and decreasing school enrollment to assume the vital function of supporting this centrally important aspect of the project.

Ronald S. McMullen, Ed.D.
June 9, 1978

X. Plan for the 1978-79 Year

Planning for the 1978-79 school year has been described in the body of this report. Planning is summarized as follows:

A. King School

1. The social skills teaching units, and alternative teaching programs for children with learning problems have been well integrated into nearly all classrooms at King School this year. These programs will be continued next year. We will continue to utilize the learning disabilities consultant.

2. The recent deterioration of much of the King School neighborhood has caused a loss of many of the school's more stable families, and has accounted for a marked increase in the number of very troubled and disorganized family groups. The school is currently working on the development of strategies to meet the needs of this population. A social worker and psychologist from our project staff will work with the King staff to develop appropriate programs next year.

3. The School Advisory Committee and the Parent-Teacher Power Team, the school governance and planning groups, both experienced organizational difficulties this year. Revitalizing both of these groups is a priority for next year. The project social worker will serve as a consultant to these groups.

4. It is anticipated that the field test school (Brennan-Rogers) will utilize King School more fully next year. Interest has been generated in the social skills units alternative teaching methods and strategies to plan for socially troubled and learning disabled students.

B. Brennan-Rogers School

1. It is likely that the school will continue to operate in two buildings.

Therefore, the School Planning Committee will be organized to include elected staff and parent representatives from both buildings. As an initial task, the group will formulate operational guidelines for school programs, teacher proposals, and the parents program. It is anticipated that teachers will serve as coordinators for specific aspects of the program (parents, curriculum, school planning).

2. A comprehensive parent-staff organization will be organized to include the functions of the P.T.A., Title I Parent Advisory Committee, and School Community Council, as well as the parent stipend aspect of this project. We will provide consultation to the school based parent(s), para-professional(s), and teacher(s) who will coordinate the parent-staff organization.

3. A series of inservice workshops for staff and parents are planned in the following areas:

a. Child development

b. Alternative teaching methods for learning disabled students

c. Social skills teaching units

Project staff, consultants, and King School staff will conduct the inservice program.

4. Our project will work with New Haven Public Schools Pupil Personnel staff at Brennan-Rogers School, to help with the development of programs for children with social and learning problems. Plans are in progress to work with the resource teacher and psychological examiner in particular.

5. The kindergarten enrichment program will be conducted as outlined on Pp. 45-46 of this report.

C. Evaluation

All evaluation procedures will be continued as outlined in the body of

this report. A progress report comparable to the evaluation summary presented here is planned for the 1978-79 year.

XI. Principal Investigator Assurance

"The undersigned agrees to accept responsibility for the scientific and technical conduct of the project and for provision of required progress reports if a grant is awarded as the result of this application."

June 28, 1978
Date

James P. Comer, M.D.
Principal Investigator

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